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ABSTRACT

The Select Committee on Higher Education was created for the purpose of making an overall study of public higher education in Mississippi and to determine what is needed to improve educational opportunities for Mississippi students. The progress report covers the issues concerning public higher education in Mississippi that the Select Committee considered and sets forth its opinions and recommendations. Areas discussed include: college student personnel, organization and administration of Mississippi Colleges and Universities, special programs related to higher education in Mississippi, faculty and planning considerations, and compliance with federal laws. Statistical tables contain data on Mississippi high school graduates attending a college or university between 1969-1973; fulltime enrollment in Mississippi colleges and universities 1969-1973; loss of Mississippi college graduates to other states; and some examples of academic program duplications on Mississippi college and university campuses. (Author/PG)

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REPORT AND RECOMMENDATIONS OF THE SELECT COMMITTEE FOR HIGHER EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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REPORT OF THE

MISSISSIPPI SELECT COMMITTEE FOR HIGHER EDUCATION

MARCH 20, 1974

Mississippi
Executive Department
Jackson

EXECUTIVE ORDER NO. 148

WHEREAS, every Mississippian should have--commensurate with his or her ability and desire--continuing opportunities to learn the skills and acquire the knowledge that will place within his or her grasp personal fulfillment and full participation in the social, cultural, political and economic life of the State; and

WHEREAS, it is vital that the people of this State be assured of efficient, effective and economical delivery of higher educational opportunities and services to all who are capable of benefiting; and

WHEREAS, for more than a century and a half Mississippians have demonstrated their faith in and their willingness to pay for higher education for many citizens, but the people of Mississippi seek to improve the quality of higher education in the State:

NOW, THEREFORE, I, William L. Waller, Governor of the State of Mississippi, pursuant to the authority vested in me by the Constitution and applicable statutes of the State of Mississippi, do hereby order as follows:

SECTION 1. There is hereby created and established the Mississippi Select Committee for Higher Education composed of the following named members and those members that may hereafter be included:

Senator James E. Bost
Senator Ray R. Chatham
Senator William B. Alexander
Representative Horace H. Harned, Jr.
Representative Malcolm H. Mabry, Jr.
Representative Mark J. Chaney
Tommy N. Turner
Dr. R. C. Cook
Milton E. Brister
Dr. E. R. Jobe

SECTION 2. The Select Committee shall undertake a comprehensive study and evaluation of the higher education services provided by the State

of Mississippi by performing a detailed examination of the administration of higher education services provided by the State and the procedure employed by the State in providing those services.

SECTION 3. The Select Committee shall make an analysis of the higher education services to ascertain the means by which and the manner in which the quality of higher education in Mississippi may be improved and the most efficient, effective and economical manner in which this goal may be attained.

SECTION 4. The Select Committee shall transmit to the Governor and the Legislature not later than January 1, 1974, a final report containing a detailed statement of its findings and conclusions, together with such recommendations and proposed legislation as it deems advisable.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Mississippi to be affixed.

DONE at the Capitol in the City of Jackson, this 4th day of September, A.D., 1973.

William Waller
GOVERNOR

BY THE GOVERNOR:

Heber Ladner
SECRETARY OF STATE

Mississippi
Executive Department
Jackson

EXECUTIVE ORDER NO. 162

BY VIRTUE of the authority vested in me as Governor of the State of Mississippi and pursuant to the Constitution and applicable statutes of the State of Mississippi, Executive Order Number 148, dated September 4, 1973, is hereby amended as follows, to-wit:

SECTION 1. Add, as members of the Mississippi Select Committee for Higher Education:

Dr. Harold Fisher
Dr. A. L. Lott
Wendell Perry
Mrs. Marion Lion
George Moody
Joseph Phillips
Dr. J. T. Hall

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Mississippi to be affixed.

DONE at the Capitol in the City of Jackson, this 26th day of December, A.D., 1973.

William L. Waller
GOVERNOR

BY THE GOVERNOR:

Heber Ladner
SECRETARY OF STATE

MISSISSIPPI SELECT COMMITTEE FOR HIGHER EDUCATION
380 Lakeland Drive
JACKSON, MISSISSIPPI 39216
Telephone 366-7264

April 1, 1974

Honorable William L. Waller
Governor of Mississippi
Office of the Governor
New Capitol Building
Jackson, Mississippi

Dear Governor Waller:

The Select Committee on Higher Education was created for the purpose of making an overall study of public higher education in our State and to determine what is needed to improve educational opportunities for our students.

The Committee received important cooperation and participation in this study from the public in general, the students, the alumni groups and the educational community. Three sub-committees were set up in order to make closer in-depth studies of the problems and issues considered.

Several outstanding and nationally recognized consultants in higher education appeared before the Committee.

Dr. Clark Kerr, Chairman of the Carnegie Commission on Higher Education and former president of the University of California, reviewed national trends in higher education. He commended the South in general and Mississippi in particular for our constitutional institutions of higher learning Board, our overall support of public higher education, and for the steady program of progress being made. He strongly urged that the identity of the predominantly black colleges be retained and that they be improved with more adequate funding. He stressed the surplus of Ph.D's in the United States today, and emphasized the fact that there are too many Institutions engaged in graduate education programs.

Dr. William Little, Director of the North Carolina Golden Triangle Research Center, commented on the relationship of the Mississippi Research and Development Center with the State's Universities. He said there needed to be more cooperation and coordination between the Center and the State Universities.

Dr. Millard H. Ruud, Executive Director of the Association of American Law Schools and Chairman of the American Bar Association's Committee on Law Education, told the Committee that experience in other states regarding the creation of law schools removed from the academic surroundings of a good university has not proved successful in most cases.

Dr. Gordon Sweet, Executive Secretary of the Commission on Colleges and Universities of the Southern Association of Colleges and Schools, told the Committee that creating off-campus branches of one State University in an area that is close to another College or University would not be looked upon favorably. He said that all off-campus branches would have to stand "on their own" in the matter of accreditation.

Mr. Robert A. Johnson, Director of the South Carolina Office of Health and Social Development, advised the Committee that, in order to accelerate our medical education program, students could take their first year of medical education at one or more of the Universities and that an optional three year program could be initiated at the University of Mississippi Medical School. He also suggested the initiation of some approved residency and internship programs at eligible Mississippi hospitals in an effort to take advantage of the situation that medical doctors tend to live and practice medicine in locations where their internship training is completed.

The presidents of the three predominantly black colleges in Mississippi and representatives of the Mississippi black college Alumni Council asked the Committee to recognize the historical achievements made by Mississippi's black colleges and to recommend appropriation of adequate "catch-up" funds to enable the predominantly black colleges to up-grade programs to a level competitive with the predominantly white colleges and universities.

Student association presidents of all eight public senior colleges and universities met with one subcommittee to express their views on the needs of students. All agreed on the importance of student financial aid through government supported loan programs and that a stronger counseling program at the high school level is needed. Their opinions differed on the question of requiring minimum scores on standardized tests for college admission or as a method of improving higher education in Mississippi.

Unnecessary duplication of academic programs among the institutions was of great concern to the Committee. It is felt that the Board of Trustees of Institutions of Higher Learning has allowed too much

duplication in high cost programs. This should be held to a minimum in the future in an effort to achieve quality and economy.

The progress report herewith submitted covers the issues concerning public higher education in Mississippi which the Select Committee considered, and sets forth its opinions and recommendations. The lack of time, resources, and information in some areas prevents the issuance of a more comprehensive report. It is hoped that studies in greater depth will follow which may help to improve the quality of education available to our students and that this study and report may be of some value in attaining that goal.

I wish to express my appreciation to all members of the Select Committee for their efforts and contributions put into this study, and to especially thank Dr. Bill Moore and Mrs Kathy Jackson for their dedication in support of the Committee's work.

Respectfully submitted,

Horace H. Harned, Jr.

Horace H. Harned, Jr.
Chairman

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INTRODUCTION

There have been several studies of higher education completed in Mississippi during the past twelve years. A special committee of the Mississippi legislature finished a study in 1961. In 1966, the Board of Trustees of State Institutions of Higher Learning began work on a Master Plan for higher education in Mississippi. A special appropriation was made to the Mississippi Research and Development Center in 1967 to contract for a study of all public education and this study was made by the Booz, Allen and Hamilton Management Consultants. By January 1, 1974, few of the recommendations made in these studies had been accomplished.

During the 1973 fiscal year, the financial support given to the eight universities and sixteen junior colleges accounted for approximately 20 percent of the funds appropriated by the Mississippi legislature. This expenditure, compared to the per capita income in the State, validates Mississippi's second ranking position in the Nation in "effort" to support higher education.[1]

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[1]Reported in the March 19, 1973, edition of the Chronicle of Higher Education.

Quoting Governor William Lowe Waller, "When this much is taken from those who, in many instances, have so little to give, the elected officials in Mississippi have a moral obligation to insure that the system of higher education is administered well, that academic programs are not unnecessarily duplicated, and that available funds are properly expended."

In an effort to fulfill this obligation, Governor Waller appointed a Select Committee for Higher Education to look into all matters related to improving the operation of colleges and universities in Mississippi.

MEMBERS OF THE SELECT COMMITTEE FOR HIGHER EDUCATION

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Dr. James B. Moore, Executive Secretary
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COLLEGE STUDENT PERSONNEL

NUMBER OF HIGH SCHOOL GRADUATES ENROLLING IN COLLEGE

LOSS OF COLLEGE GRADUATES TO OTHER STATES

THE QUESTION OF MISSISSIPPI PUBLIC COLLEGE AND UNIVERSITY ENTRANCE REQUIREMENTS

THE NEED FOR A STATE SUPPORTED STUDENT LOAN PROGRAM

1. APPROXIMATELY NINE OF EVERY TEN MISSISSIPPI HIGH SCHOOL GRADUATES ENROLL IN A COLLEGE OR UNIVERSITY.

As is shown in Table I, following this page, during the period 1969 to 1973 the public and private secondary schools in Mississippi graduated an average of 30,018 students each year. A four year average of 25,291, or 84.2 percent of these high school graduates, enrolled in a college or university in Mississippi or in another state. Considering the four year period as a whole, 101,164 high school graduates out of 120,074 enrolled in college.

TABLE I

MISSISSIPPI HIGH SCHOOL GRADUATES ATTENDING COLLEGE OR UNIVERSITY 1969-1973

Year	Number of High School Graduates by Type of High School: Public High School	Private High School	Total	Number of High School Graduates Enrolled in College or University: Miss Sr* College	Miss Jr* College	Miss Pvt* College	Out of State College	Total	Percent of H.S. Graduates Entering College
1969-70	29,653	1,548	31,201	7,388	13,168	1,936	1,111	23,603	76.9
1970-71	26,729	2,954	29,683	8,638	13,980	1,912	976	25,560	88.9
1971-72	26,603	3,347	29,950	9,160	14,042	2,104	812	26,118	87.2
1972-73	25,237	4,003	29,240	8,303	14,674	2,262	698	25,937	88.9

*Sr/Senior, Jr/Junior, and Pvt/Private

The numerical data for students enrolled in Mississippi and out-of-state colleges and universities was taken from reports provided by Mississippi's 401 secondary schools. The junior, senior and private college totals include some students who completed high school one or more years prior to enrolling in college.

Ia. COLLEGE AND UNIVERSITY ENROLLMENTS IN MISSISSIPPI HAVE REACHED A PLATEAU.

Table 2, following this page, shows that college and university enrollments in Mississippi have actually reached a plateau. Further enrollment increases will depend upon (1) increases in the number of out-of-state students or (2) increases in the enrollment of housewives or older age groups who have traditionally not participated in college programs.

The part-time enrollment of students in Mississippi Junior Colleges increased from 3,130 in 1969 to 7,076 in 1973 and the student enrollment in Junior College Vocational Technical Programs climbed to approximately 10,500 in 1973. It is anticipated that enrollments in these programs will continue to increase through 1980, and that additional flexibility will be needed to provide more opportunities for students with these interests.[2]

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[2]Reported in U. S. Office of Education Bulletin 331, published in March, 1973.

TABLE 2

FULL-TIME ENROLLMENT
IN MISSISSIPPI COLLEGES AND UNIVERSITIES

1969-1973

	1969-1970	1970-1971	1971-1972	1972-1973
Colleges and Universities	37,703	35,058	36,634	36,566
Junior Colleges	18,233	19,259	20,161	19,780
TOTALS	55,936	54,317	56,795	56,346

2. COMPARED TO OTHER STATES IN THE SOUTHEAST, MISSISSIPPI LOSES AN UNUSUALLY LARGE NUMBER OF ITS GRADUATES TO JOB OPPORTUNITIES IN OTHER STATES.

When requests are made to the Mississippi legislature to initate new programs or to increase appropriations for existing programs, the requestors usually attempt to justify their askings by presenting data and statements concerning the state's needs in the particular skill areas in which the program would offer training. The facts are, that Mississippi colleges and universities train more than half their graduates to meet the work needs of communities outside the state of Mississippi. Although Mississippi attracts many young graduates from other states, there is a greater loss than gain in the process.

There are not enough jobs for all of Mississippi's college graduates in the state and this fact emphasizes the need for better student counseling at the high school, junior college, and senior college level and for the initiation of needed vocational technical programs at each of these levels.

Colleges and universities should be more specific in justifying funding requests. These Institutions have the responsibility of meeting the trained manpower needs of Mississippi, but there is a greater responsibility in meeting the basic academic needs of the state's young people.

Table 3 shows that approximately fifty percent of the baccalaureate degree graduates during 1971 and 1972 were not living in Mississippi in November of 1973. The greatest loss was in terminal or doctoral degree recipients and approximated eight out of every ten persons graduated.

TABLE 3

LOSS OF MISSISSIPPI COLLEGE GRADUATES TO OTHER STATES

Year Graduated	Degree Awarded	Number In Sample	Number In Category	Percent Not Living Or Working In Mississippi On 11/73
1971	Bacc.	319	6,887	47.2%
1972	Bacc.	412	7,110	44.7%
1970	M.B.A.	87	87	71.8%
1971	*Teachers	303	3,805	57.2%
1969-1973	Doctorate	754	754	72.1%

*Elementary and Secondary Teacher Graduates

3. MISSISSIPPI PUBLIC COLLEGES AND UNIVERSITIES HAVE NO UNIFORM ADMISSION STANDARDS

The colleges and universities in Mississippi have flexible admission standards in which each institution attempts to meet the needs of the young people it serves.

Compared to other states, American College Test mean scores for high school graduates in Mississippi are low. However, academic failures reported by the colleges and universities are also low when compared to the total student enrollment. To admit students to college who have limited academic aptitude and to give them a degree after four or five years is a system which is grossly unfair to the student.

Possibly it is time for Mississippi to re-examine its philosophy concerning the admission of students to its colleges and universities. An alternative to admitting all high school graduates to college is to provide skill training opportunities for students of lower academic aptitude. Since the earning potential of vocationally trained personnel is now as great or greater than earning potential after four years of college, adequate vocational training would meet Mississippi's educational obligation to many of its young people.

A policy which might better serve both the student and the college would be that of counseling all applicants for admission concerning vocational and academic curricula available at

Mississippi junior and senior colleges and the mental and physical competency levels which are required by each program.

Junior colleges, and several senior colleges, have curricula which cover the academic and occupational needs of most prospective students. It is a well documented fact that no test, measure, or device for determing admission to a particular area of study has yet been devised which evaluates all of the qualities an individual may possess which may contribute to success.

The Mississippi Select Committee for Higher Education therefore recommends:

That there be established some reasonable requirement for a student to enter into a teacher preparatory program or to graduate from a teacher preparatory program. The admission or graduation requirement should be an objective measure such as a reasonable score on the American College Test (ACT) or some other test with established national norms. The Committee recommends that research be conducted by the staff of the Board of Trustees of State Institutions of Higher Learning to determine the best testing device to be used and the minimum entrance and or graduation scores to be required.

4. MANY YOUNG PEOPLE IN MISSISSIPPI ARE BEING DENIED AN OPPORTUNITY TO ATTEND COLLEGE BECAUSE THEY DO NOT HAVE AND CANNOT BORROW THE NECESSARY FUNDS.

Every Mississippi citizen who can profit from a vocational or college education should be given the opportunity.

The Mississippi Select Committee for Higher Education therefore recommends:

That the State of Mississippi participate as a lender under the Federally guaranteed aid program. Additionally the MIssissippi legislature should create and fund a loan program to be available to those students whose needs cannot be otherwise met. The loans would be available to students enrolled in vocational technical programs as well as those enrolled in academic degree credit programs. Loans made under this program would bear current interest rates, and would be repayable over a period of no more than ten years after completion of education or from such time that a student might abandon his or her program.

ORGANIZATION AND ADMINISTRATION OF MISSISSIPPI

COLLEGES AND UNIVERSITIES

THE BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

THE NEED FOR A MASTER PLAN FOR HIGHER EDUCATION -MORE PROGRAM COORDINATION AMONG THE COLLEGES AND UNIVERSITIES- AND ADDITIONAL BOARD STAFF

THE FORMULA FOR ALLOCATING APPROPRIATED FUNDS RESULTS IN UNNECESSARY COMPETITION FOR STUDENTS AMONG MISSISSIPPI INSTITUTIONS OF HIGHER LEARNING

I. MISSISSIPPI SENIOR COLLEGES AND UNIVERSITIES ARE ADMINISTERED BY A THIRTEEN MEMBER BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING, WHOSE MEMBERS ARE APPOINTED FOR TWELVE YEAR TERMS.

Mississippi is one of the few states in the nation which has a "Constitutional" Governing Board for higher education. Constitutional means that the legal basis for the Board is a part of the Mississippi Constitution. Since it can be changed only by vote of the people, the Board is relatively free from political interference in the conduct of its duties.

Each governor appoints four members of the Board for a period of twelve years and one member for a period of four years, which means that at any time, the Board consists of the respective appointments of three governors.

The thirteenth member of the Board is the LaBauve Trustee who represents DeSoto County and is supposed to vote only on matters pertaining to the University of Mississippi.

Professions represented by the present Board members are four farmers, two bankers, two lawyers, a physician, a dentist, a housewife, an educator, and an electrical contractor.

A considerable amount of evidence was presented to the Committee indicating citizen dissatisfaction with (1) the length of terms for Board members, (2) geographical representation of Board members and (3) the existence of the LaBauve Trustee.

When the present Constitutional Amendment establishing the Board of Trustees of State Instituions of Higher Learning was approved, there were eight congressional districts roughly indicating population. There are now only five congressional districts and the state's two largest metropolitan areas, Jackson and the Gulf Coast, do not presently have resident members of the Board.

Twelve year terms frequently results in Board members being appointed who are in age brackets that physically limit their ability to attend the many meetings required by Board membership.

Finally, the LaBauve Trustee, voting on matters of interest to the University of Mississippi, creates a situation of supposed unfairness to the other seven institutions.

A majority of the Committee voted that twelve year terms for college board members was too long a period of service and that a reduced term would improve the system.

The Mississippi Select Committee for Higher Education therefore recommends:

That the length of term of members of the Board of Trustees of State Institutions of Higher Learning be reduced and a method of appointment be adopted to give better geographical and population representation.

2. THE NEED FOR A MASTER PLAN FOR HIGHER EDUCATION - MORE PROGRAM COORDINATION AMONG THE COLLEGES AND UNIVERSITIES

The three studies of higher education completed in Mississippi during the past twelve years have all recommended that a Master Plan be developed, approved and implemented. Such a plan has not been finished.

The proper coordination of higher education is a necessity in Mississippi. In-as-much as it is not possible to constitute a lay board with members who have the training, experience and time necessary for coordinating educational programs, this coordinating authority must be delegated to a full time chief executive officer who is responsible to the Board of Trustees of State Institutions of Higher Learning and whose role and responsibilities are properly understood by the presidents of the various colleges and universities.

The era of high annual enrollment and great growth among institutions of higher education has now changed to a time of modest increase in numbers of students and

a time of great change in purpose and responsibility of the Board and its advisory and administrative staff. During the period of rapid increases in the number of students, there was also a tremendous growth in the number of courses of instruction, professional schools, research and service bureaus, and institutes. Continued proliferation of institutional offerings is diverting available funds from essential departments and programs which should be nourished to the point of highest excellence. Instead, there is danger of the dissipation of resources among many programs some of which may be of dubious quality.

Furthermore the recent changes in Mississippi's agriculture, industry, technology and cultural orientation has added a new dimension to the task of developing a system of higher education which will be adequate to meet needs of the State and the Region. There needs to be an immediate strengthening of the Board's policy making responsibility for defining the role of each institution. A lay board, however, is not in a position to assume these greater responsibilities unless it has an adequate professional staff with commensurately greater authority to interpret to the Board, on the one hand, and to the institutions on the other, the policy requirements and decisions which will give the system its needed flexibility.

As understood by the Committee, the administrative philosophy of the Board has been that of delegating administrative and academic development responsibility to the president or chancellor of each college and university. The result of this institutional independence has been initiation of the same or similar academic programs on the serveral campuses without the benefit of adequate feasibility studies to determine real needs or the possibility of duplicating educational effort.

Examples of what can be considered as program or degree duplications may be seen in Table 4, which follows this page.

It is difficult for some Committee members to understand why one State University would be offering fifty-seven baccalaureate degrees and another State University, with approximately the same number of students, would be offering one hundred sixty-three baccalaureate degrees. Futhermore, why would a university offer doctorate or terminal degrees in subject areas where there has never been a student admitted to degree candidacy? These existing situations emphasize the need for feasibility studies and, in the opinion of some Committee members, the need for state-level determination and coordination of college and university academic programs.

TABLE 4

SOME EXAMPLES OF ACADEMIC PROGRAM DUPLICATIONS

ON MISSISSIPPI COLLEGE AND UNIVERSITY CAMPUSES

Six Graduate Schools
Eight Schools or Colleges of Teacher Education
Eight Schools or Colleges of Business (Three Bureaus of Business Research)
Six Departments of Home Economics
Five Baccalaureate Programs in Library Science
Two Schools of Agriculture
Two Schools of Engineering
Three Baccalaureate and Twelve Associate Programs of Nursing

Mississippi's Three Universities and Five Colleges Presently Offer:

86 Education Specialist Degrees
493 Baccalaureate Degrees
345 Master's Degrees
154 Doctoral or Terminal Degrees

B.S. Degrees	Master Degrees	PH.D Degrees	Education Specialist	
23	0	0	4	Alcorn College
53	25	0	4	Delta State
40	12	0	9	Jackson State
12	0	0	0	Miss. Valley
57	78	45	6	Univ. of Miss.
105	87	39	9	Miss. State Univ.
40	16	0	9	M.S.C.W.
163	127	70	49	Univ. So. Miss
493	345	154	86	TOTAL

The Mississippi Select Committee for Higher Education therefore recommends:

That the staff of the State Board of Trustees of State Institutions of Higher Learning be increased in order to provide adequate research in the areas of initiating new programs, elimination of unnecessary duplication of programs, and evaluation of present programs. The Committee feels that proper evaluation of all of these areas can be better accomplished by the Board as opposed to the possible subjective evaluation at the institutional level.

3. ALLOCATING APPROPRIATED FUNDS TO COLLEGES AND UNIVERSITIES ON A PER STUDENT BASIS CREATES A COMPETITIVE SITUATION AMONG THE INSTITUTIONS OF HIGHER LEARNING WHICH CAUSES THE EXPENDITURE OF EXCESSIVE AMOUNTS IN THE RECRUITING OF STUDENTS.

During the 1972-1973 academic year, the formula used for the allocation of state appropriated funds to the colleges and universities resulted in an approximate allocation of $1,090 per student. The situation therefore exists, that if a college or university can increase its enrollment 300 students by hiring two professional recruiters at an expense of $30,000 per year, the dollar gain would be 300 X $1,090 less $30,000 or $297,000.

There is an obvious need to design a system of allocating state appropriated funds to colleges and universities in Mississippi in such a manner as to remove the necessity for the use of professional recruiters, at the taxpayers expense, by the eight state colleges and universities.

Great care should be exercised in the development of a formula. Formula elements should emphasize the development of quality instruction, equity among institutions, and should be understandable to the public.

SPECIAL PROGRAMS RELATED TO HIGHER EDUCATION IN MISSISSIPPI

THE MISSION OF THE RESEARCH AND DEVELOPMENT CENTER

INCREASING THE NUMBER OF TRAINED MEDICAL CARE PERSONNEL

THE QUESTION OF A SECOND LAW SCHOOL OR BRANCHES OF THE UNIVERSITY OF MISSISSIPPI LAW SCHOOL

A LOGICAL SYSTEM OF CONSTRUCTING NEW BUILDINGS

I. THE MISSION AND ORGANIZATION OF THE MISSISSIPPI RESEARCH AND DEVELOPMENT CENTER CONTINUES TO BE A MYSTERY TO MANY MISSISSIPPI CITIZENS.

A visiting consultant stated that the Mississippi Research and Development Center was a novel idea but that, after six years of operation, its mission of accelerating the economic development of Mississippi was not evident from data presented in nationally recognized economic studies. Also the consultant stated that the Center seemed to have some difficulty in coordinating its research activities with the colleges and universities and other institutions of the state.

The Mississippi Select Committee for Higher Education therefore recommends:

That the Research and Development Center be placed under the full authority of the Board of Trustees of State Institutions of Higher Learning and that the Board give increased attention to the supervision of program and budget responsibilities of the Research and Development Center.

2. MISSISSIPPI HAS A SEVERE SHORTAGE OF MEDICAL CARE PERSONNEL SUCH AS DOCTORS OF MEDICINE, NURSES, AND ALLIED HEALTH SPECIALISTS.

Continuing efforts are being made to increase the number of students entering Medical School. The Mississippi legislature has greatly increased the appropriation to the School of Medicine and the number of students in the freshman class has been increased each year during the past six years. It is thought that new consideration should be given to an accelerated curriculum whereby students could complete Medical School in three years instead of four and that the legislature consider providing funds for the establishment of approved internships in eligible Mississippi hospitals.

Although Mississippi has three baccalaureate degree schools of nursing in public colleges which have the job of training nurse instructors and supervisors for junior and senior college programs, a severe shortage of nurse instructors still exists. Extra effort must be made to fill all available student training position in baccalaureate degree programs.

The Junior College nurse programs have the mission of producing staff registered nurses. Unfortunately these schools have been unable to hire adequately trained faculty and have experienced a high rate of student dropout. Junior colleges must be encouraged to give new attention to licensed practical nurse upgrade division in their nursing programs. These programs hold the promise of providing a greater number of registered nurses who will remain in local communities.

An area of great concern is in the training of Allied Health Personnel. There probably should be a state financed and coordinated system for training Allied Health Personnel cooperatively administered the junior colleges, universities, and community hospitals.

The Mississippi Select Committee for Higher Education therefore recommends:

That the University of Mississippi Medical Center consider (1) an optional three year compressed program, (2) a program where students take the first year of medical school on selected college campuses, (3) the establishment, with legislative funding, of resident training in Mississippi hospitals other than the University of Mississippi Medical Center, and (4) more funds be provided for the training of critically needed allied health personnel.

The Committee further recommends the continuation of all existing schools of nursing in Mississippi, better financing of the junior college nursing programs, increased nursing scholarships and renewed efforts to recruit students to fill every undergraduate and graduate nurse training position. Every effort must be made to increase the number of nurses graduating from the Masters Degree Program in order to provide enough nurse instructors to help junior colleges meet 1980 accreditation requirements.

It is further recommended that the Board of Trustees of State Institutions of Higher Learning continue to serve as the funding and accrediting agency for all nurse training in Mississippi. This recommendation includes the authority of the Board to approve curricula and to establish nurse training entrance requirements. In addition, the Board should give special assistance to any school which has less than an average of 80% of their graduates failing to pass the State Board examinations over a period of five years.

3. THE PROPOSED INITIATION OF A SECOND LAW SCHOOL OR BRANCHES OF THE UNIVERSITY OF MISSISSIPPI LAW SCHOOL CANNOT BE SUPPORTED BY EXISTING DATA.

The American Bar Association recommends that there should be one lawyer for each 1,000 persons. Mississippi now has one practicing lawyer for each 668 persons which places it well above the national average.

A branch of the University of Mississippi Law School in Jackson or on the gulf coast would cost as much (estimated minimum of $8,500,000) as a second Law School. Historically, branches of law schools have quickly grown into free-standing Law Schools.

Many of the reasons for establishing a branch or second Law School could be satisfied if the present University of Mississippi Law School could establish a sufficient number of internships in the business, legal and government communities in Jackson and other cities in Mississippi.

4. PROPERLY CONDUCTING THE PROGRAM OF HIGHER EDUCATION ACTIVITIES IN MISSISSIPPI REQUIRES A WELL PLANNED SYSTEM OF CONSTRUCTING NEW BUILDINGS AND RENOVATING EXISTING FACILITIES.

In an effort to cope with the problem of esculating construction costs, the legislature has adopted the concept of pre-planning for all state buildings. The pre-planning consists of:

1. The legislature establishes priorities for construction by approving a resolution in both houses placing projects in pre-planning status.
2. The Building Commission contracts with architectural and engineering firms to produce preliminary cost estimates for each project.
3. The Buiding Commission submits the preliminary plans and cost estimates to the next legislature for final approval. Full funding of a project constitutes final approval.
4. The Building Commission contracts with architectural or engineering firms to develop final plans and the documents necessary to complete legal bidding procedures.

5. The project is placed on the market for bidding through the legal advertising and bidding procedure. The Building Commission accepts the lowest and best bid and contracts with the successful firm to construct the building or structure.

At each session of the legislature, a specific sum is appropriated for the purpose of maintenance and repair of state buildings and structures. These funds are allocated to each institution on the basis of need as determined by the Building Commission.

The Mississippi Select Committee for Higher Education goes on record, within limits of state finance, in support of the Mississippi Legislature funding all building projects for State Institutions of Higher Learning which are now in pre-planning status.

FACULTY AND PLANNING CONSIDERATIONS

THE PUBLISH OR PERISH PHILOSOPHY

1. IN MISSISSIPPI COLLEGES AND UNIVERSITIES THERE APPEARS TO BE EVIDENCE THAT THE "PUBLISH OR PERISH" PHILOSOPHY ON THE PART OF SOME FACULTY MEMBERS RESULTS IN NEGLECT OF STUDENTS

A certain amount of research and writing for professional publication is expected of all college and university faculty members. However, when students are required to do part of the research and writing for faculty members, when scheduled lectures and laboratories are cancelled because faculty members are busy with research and writing activities, and when an excessive proportion of teaching is done by graduate students, undergraduate students are neglected. In business and industry, employees who advance are usually those who engage in considerable, after work, self-improvement activities. Since most research and writing is done for the benefit of the individual faculty member, many universities are adopting policy statements prohibiting faculty oriented research and writing during the academic day of the university.

COMPLIANCE WITH FEDERAL LAWS

POST-SECONDARY EDUCATION PLANNING - PL 92-318

I. MISSISSIPPI NEEDS A POST SECONDARY EDUCATION PLANNING COMMISSION TO COORDINATE ALL HIGHER EDUCATION RECEIVING FEDERAL FUNDS.

Passage of P.L. 92-318 by Congress makes it possible to establish post secondary planning commissions, financed from Federal funds. Such a Commission is expected to be required for future participation in Federal Programs in post secondary education.

The Mississippi Select Committee for Higher Education therefore recommends:

That a P.L. 92-318 Post Secondary Planning Commission should be created by executive order of the Governor which would:

1. *Recognize and utilize the planning responsibilities and proposals of each system or agency of post secondary education.*
2. *Prepare for the information and use of the Governor, Legislature, and other agencies an overall state plan, based upon the contributions of all institutions and agencies.*
3. *Provide a forum where the total involvement of the State in Post Secondary Education can be assessed.*